

INSPECTION REPORT

**ST GREGORY'S CATHOLIC PRIMARY
SCHOOL**

Margate

LEA area: Kent

Unique reference number: 118783

Acting Headteacher: Mr N McKenzie

Reporting inspector: Mr R Sharman
1696

Dates of inspection: 19th – 22nd May 2003

Inspection number: 247963

Full inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Nash Road
Margate
Kent

Postcode: CT9 4BU

Telephone number: 01843 221896

Fax number: 01843 225768

Appropriate authority: The governing body

Name of chair of governors: Mr B Peskett

Date of previous inspection: 21 May 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1696	Mr R Sharman	Registered inspector	Educational inclusion, including race equality Special educational needs Foundation Stage Art and design History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
16472	Ms C Stormonth	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23056	Ms T Manzi	Team inspector	English Physical education	How good are the curricular and other opportunities offered to pupils?
20832	Dr M Galowalia	Team inspector	English as an additional language Mathematics Information and communication technology Geography	
1782	Mr A Lyons	Team inspector	Science Design and technology Music	

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school with 288 pupils. The numbers of boys and girls are broadly similar. The school serves several parishes in which there is a significant amount of social disadvantage. Fifty-three (18 per cent) of the pupils are eligible for free school meals, an average figure. Seventy-one (25 per cent) pupils have been identified as having special educational needs, a proportion that is well above the national average. Four pupils have a statement of special educational need. Approximately 15 per cent of pupils come from minority ethnic backgrounds and of these 19 (7 per cent) have English as an additional language, with a small minority at an early stage of learning to speak English. A small number of pupils are from families seeking asylum. A few pupils are looked after by local authorities. There is a considerable degree of mobility in the school population. On entry, pupils show the full range of abilities but overall attainment is below average, with well below average skills in speaking and listening. Currently the school has an acting headteacher who supports the school for three days each week until the newly appointed headteacher joins at the start of the autumn term.

HOW GOOD THE SCHOOL IS

Overall, the school has made satisfactory progress since its last inspection. Teachers and teaching assistants have worked hard to overcome the serious weaknesses identified at that time. The school provides its pupils with a reasonable quality of education and standards are rising but standards in English and mathematics are below average. The achievement of most pupils is satisfactory. Teaching is much improved and is now good overall. Pupils have positive attitudes and relationships are good. The acting headteacher provides very good leadership, but there are weaknesses in the management structure. The school provides satisfactory value for money.

What the school does well

- Teaching is good and this enables pupils to make good progress in lessons.
- The positive atmosphere, enhanced by good provision for pupils' spiritual, moral, social and cultural development, together with the good care that is provided gives the pupils confidence to learn.
- The acting headteacher provides very good leadership which makes effective use of the determination of staff to improve the school.
- Good provision is made for pupils with special educational needs who make good progress.
- Good attention is paid to the development of pupils' skills in speaking and listening.

What could be improved

- Standards attained by the seven-year-olds in reading, writing, information and communication technology (ICT) and geography are rising but are below average. The standards attained by the eleven-year-olds in English, mathematics, history and design and technology are below average.
- The roles and responsibilities of staff in the management are not defined clearly enough and this hinders the strategic development of the school.
- Attendance is below average. The arrangements for recording and promoting attendance are unsatisfactory.
- Not enough attention is given to the principles of obtaining best value.
- Overall, the level of resources is inadequate.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 2001. At that time it was judged to have serious weaknesses. Overall, there has been satisfactory progress since the last inspection. The curriculum meets the requirements of the National Curriculum. The improvement in the quality of teaching has been particularly marked. Teaching in the Foundation Stage is good. The improvement reflects the determination and hard work of the staff across the school to improve the quality of education. The standards attained by the seven-year-olds have improved in mathematics and are now average. Their standards in geography and ICT have improved but are below average. The standards attained by the eleven-year-olds have dipped in English and mathematics, mainly due to the proportion that has special educational needs and the considerable number of pupils who joined the school from other schools but standards have improved in geography and ICT. Standards attained by the eleven-year-olds in design and technology and history have not improved. Standards have improved considerably in the Foundation Stage. The management of the school is sound but its strategic development is hindered by a lack of clarity in roles and responsibilities. There has been an improvement to the learning resources, for example in ICT and in the provision of reading books but overall the resources are still inadequate. When implemented, the spending plans identified in the development plan should satisfactorily address this deficit.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	C	C
mathematics	D	E	B	B
science	D	E	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards seen in English and mathematics during the inspection are below average. This dip in standards reflects the considerable proportion of pupils who have special educational needs and the significant number who have moved from other schools. The standards in science are average, reflecting the improved provision. The targets set by the school in English and mathematics in 2002 were met. The standards attained by the seven-year-olds in the 2002 national tests in reading were well below average and were low in comparison with similar schools. The standards in writing and mathematics in the national tests and in comparison with similar schools were well below average. The standards seen during the inspection show an improvement reflecting the good teaching. Standards in mathematics are average and in reading and writing are below average rather than well below. Overall, the attainment of boys and girls is broadly similar across the school.

The achievement of the seven- and eleven-year-olds is satisfactory. Pupils with English as an additional language make satisfactory progress. The provision of good support enables pupils with special educational needs to make good progress. The progress made by more able pupils is satisfactory but the proportion that reach standards higher than those expected for pupils of their age is lower than that found nationally. Generally the progress made by the few pupils who are looked after and those whose families are asylum seekers is satisfactory. Achievement is satisfactory in the Foundation Stage. Children are on track to meet the targets set nationally, the early learning goals, in their personal, social and emotional development, in their knowledge and understanding of the world and in their physical and creative development. Despite the good teaching, they will not meet these goals in communication,

language and literacy and in their mathematical development, reflecting their levels of speaking and listening on entry to school.

The standards attained by the eleven-year-olds in art and design, geography, ICT, music and physical education are average. In design and technology, work is not at a high enough level and in history, pupils have not yet sufficiently developed their skills of enquiry; consequently standards are below average in these subjects. The standards attained by the seven-year-olds are average in art and design, music, design and technology and physical education. Standards in geography and ICT are improving but are below average, partly due to the limited time allocated to them. Insufficient evidence was available to make a secure judgement on the standards attained in history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are interested in their work.
Behaviour, in and out of classrooms	Good.
Personal development and relationships	Good.
Attendance	Below average. Punctuality is good.

Most pupils speak well of their school. They feel well supported by the teachers. Pupils of different ethnic backgrounds work and play well together. Pupils report that the school takes any instances of racial discrimination very seriously. Arrangements for the recording of absence and promoting good attendance are unsatisfactory. Punctuality at the start of the day is generally good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching has improved considerably since the last inspection due in large measure to the hard work and determination of the teachers and teaching assistants. There was no unsatisfactory teaching as there was at the last inspection. Teaching was good or better in almost seven lessons in ten and was very good in one lesson in five. Pupils make good gains in their learning in lessons and this is at the heart of the improvement in standards. The strengths in the teaching lie in the appropriate choice of methods by teachers to meet the particular focus for the lesson and in the effective partnership with the teaching assistants. At times, the teaching is very imaginative and stimulating and pupils are spellbound. The teaching of English and mathematics is good. In Years 3 to 6, the grouping arrangements for the teaching of these subjects enhance pupils' learning. Pupils with special educational needs make good progress, as they are well taught and supported. The teaching of pupils with English as an additional language is satisfactory rather than good reflecting the differing levels of teachers' understanding of the specific language needs of these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is satisfactory. Good provision is made for the development of speaking and listening. The National Literacy and Numeracy Strategies are used well. Opportunities are provided to learn French. Insufficient use is made of pupils' growing skills in literacy, numeracy and ICT in other subjects. The considerable emphasis on lessons in English in Years 1 and 2 has led to less time for subjects such as geography and ICT, and this hinders pupils' progress in these subjects.
Provision for pupils with special educational needs	Good. The provision is well managed by the special educational needs co-ordinator and pupils make good progress. Teaching assistants make a significant contribution, especially in developing pupils' skills in speaking and listening and improving pupils' social skills.
Provision for pupils with English as an additional language	Satisfactory. Extra support is provided for pupils at an early stage of learning English. In lessons, teachers provide satisfactory support but are generally unclear about the distinctive support the pupils need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for pupils' moral and social development.
How well the school cares for its pupils	The school takes good care of its pupils. The arrangements to record, promote and monitor attendance are unsatisfactory.

The school has a satisfactory partnership with parents who are generally supportive of their children's learning. Pupils are taught about the dangers of the misuse of drugs, and sex education is implemented. Good arrangements are in place for the tracking of pupils' progress. Not enough use is made of this information to plan specific work to enable pupils to reach the targets that have been set for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the acting headteacher is very good. The roles and responsibilities of those in the management team are not clear enough and this leads to duplication of effort and issues being overlooked.
How well the governors fulfil their responsibilities	The governors satisfactorily fulfil their role.
The school's evaluation of its performance	Satisfactory. The lack of clarity of responsibilities hinders the development of a strategic view of the school as a whole.
The strategic use of resources	Satisfactory.

The teaching assistants are well deployed and make a valuable contribution to pupils' learning. Significant staffing difficulties during the current year have led to one class not having a permanent teacher and being taught by several different teachers. At times, this disruption is reflected in the pupils'

behaviour. Insufficient attention is paid to the principles of best value, for example in consultation with parents. The accommodation is satisfactory and is looked after very well by the caretaker and his staff. Overall, the level of resources is unsatisfactory despite the recent purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Teaching is good • Children are expected to work hard and they make good progress • Behaviour is good 	<ul style="list-style-type: none"> • The way the school works with parents • Information about how well their children are getting on • Homework • The extra-curricular activities

Inspection findings confirm parents' positive views. Parents are rarely consulted about proposed changes in the running of the school. The information that is provided for parents is satisfactory. The quality of the information in the reports written for parents is satisfactory overall but the quality of the reports is variable. The setting and completion of homework are not undertaken consistently. The provision of extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The standards attained by the eleven-year-olds are broadly the same as those reported at the last inspection and those attained by the seven-year-olds have improved.
2. Overall, the pupils' achievement is satisfactory throughout the school. This satisfactory improvement since the last inspection is due to the good teaching that enables pupils to make good progress in most lessons. The benefit from the recent improvement in teaching is not yet being seen in pupils' progress over the longer term. An additional and significant factor is the mobility of the school population. For example, almost four pupils in ten in the current Year 6 did not start in the school. Those pupils who have come through the school show higher levels of attainment than those who have joined the school having attended one and sometimes more schools. Standards are rising and the school is well placed to enable pupils to make better progress over a longer period.
3. Pupils with special educational needs are well taught and supported effectively. They make good progress, especially in speaking and listening and in their social skills. This is because these aspects of learning are emphasised.
4. By the time they leave school most pupils with English as an additional language achieve satisfactorily and make sound progress. They make satisfactory progress in acquiring English because of satisfactory teaching and learning. When reading, pupils who have been in school for some years have developed sound skills in using the sounds letters make when reading unfamiliar words and read with satisfactory fluency. However, they do not always understand what they are reading. They also have difficulty with spelling. Extra support is provided and targeted to the few pupils who need the most help. A strength of the curriculum is the attention to developing all pupils' skills in speaking and listening given the levels of children's skills in this area when they start school. Teachers have developed effective strategies to support pupils who have learning difficulties. However, teachers are generally less clear as to the strategies needed to support pupils who are learning a second language. This is the main reason why pupils with English as an additional language make sound rather than good progress.
5. Overall, more able pupils make satisfactory rather than the good progress necessary if they are to attain higher standards. However, inspection evidence shows that more pupils are beginning to reach these standards. The needs of more able pupils are satisfactorily met in English and mathematics in Years 3 to 6 through the grouping arrangements. At times, these pupils are not as well challenged in the mixed Years 1 and 2 classes, and in a number of other subjects across the school. The few looked-after pupils and the small number of refugees make progress similar to that of their peers.
6. The National Curriculum test results in 2002 showed that the eleven-year-olds attained average standards in English, above average standards in mathematics and below average standards in science. When compared with similar schools, standards were similar except in science where they were well below average. The proportion of eleven-year-olds that reached standards higher than those expected for pupils of this age was average in English and mathematics and below average in science. When

compared with similar schools, the proportion was average in English and mathematics and well below average in science. The attainment of boys and girls was broadly similar. The standards seen during the inspection showed below average standards in English and mathematics and average standards in science. The drop in standards in English and mathematics reflects the significant number of pupils (approximately four out of ten) in the current Year 6 who have special educational needs. In addition, a similar proportion did not start in the school. Overall, approximately a third of the eleven-year-olds do not reach average standards in English and mathematics.

7. The standards attained by the seven-year-olds in the National Curriculum tests in 2002 showed that standards in reading, writing and mathematics were well below average. When compared with similar schools, standards were low in reading and were well below average in writing and mathematics. The proportion that attained higher standards was well below average in reading and mathematics and below average in writing. When compared with similar schools, the proportion was well below average in reading and mathematics and below average in writing. The teacher assessments in science showed that standards were low both nationally and when compared with similar schools. The attainment of boys and girls was broadly similar. The standards seen during the inspection show an improvement due to the good teaching in the mixed Years 1 and 2 classes. Standards in reading and writing are below average, rather than well below, and standards in mathematics and in science are average. One reason for the improvement is the increase in the number of pupils who attain higher standards.
8. The standards attained by the seven-year-olds in speaking and listening are below average. Whilst a majority of eleven-year-olds attains average standards, almost a quarter does not, so that overall standards are below average. Most seven-year-olds enjoy reading and respond well to the good teaching of the sounds letters make – phonics – but have not yet reached the required standards. The majority of eleven-year-olds read competently but a sizeable minority do not. A significant number of seven- and eleven-year-olds have difficulty in spelling accurately and using simple punctuation correctly. The seven-year-olds are developing reasonable mental agility when working out answers in their heads. A good number of eleven-year-olds have difficulties in calculating accurately.
9. When children enter the reception classes, many have well below average standards in speaking and listening and literacy and in their mathematical knowledge. Teaching has improved considerably especially since Her Majesty's Inspectors (HMI) visited the school in November 2002. Children now make good progress in lessons. Most are on track to meet the early learning goals set nationally in their personal, social and emotional development, in their knowledge and understanding of the world and in their physical and creative development. Standards are below those set nationally in communication, language and literacy and in mathematical development.
10. The standards attained by the seven-year-olds in art and design, music, design and technology and physical education are average. Overall, this shows an improvement. The standards they attain in geography and ICT have improved but are below average. This is partly due to the limited time given to these subjects. No teaching of history was seen and there was insufficient evidence available to make a secure judgement on standards attained. The eleven-year-olds attain average standards in art and design, geography, ICT, music and physical education. Standards are below average in history, as pupils do not successfully develop skills of enquiry. In design and technology, standards are below average as pupils do not design and make products to a high

enough standard. Standards have improved since the last inspection in ICT and geography and remain below average in history and design and technology.

Pupils' attitudes, values and personal development

11. Good attitudes and behaviour continue to be strengths of the school since the last inspection. This is an inclusive, lively and supportive community where the ethos is positive and relationships are good. Pupils enjoy their lessons and other interesting activities that enrich their learning.
12. Pupils have good attitudes to learning and they typically settle to work quickly, are keen to learn, have good concentration levels and answer questions eagerly. They follow instructions well, work hard and respond well to praise and encouragement. Pupils are keen to discuss their work and take pride in good presentation. They relish challenge and this was seen in a very good music lesson in a mixed Years 3 and 4 class when pupils composed their own music, performed it, and some recorded their compositions to reflect their favourite parts of a story called the 'Rascally Cake'. When lessons involve humour, pupils are very responsive. Literacy lessons at times were fun, for example when pupils studied the poetry of Spike Milligan and tried to write their own versions of 'Ning, Nang, Nong'. Pupils enjoy practical activities: they are motivated by involvement and the opportunity to respond individually and this was seen in art and design, physical education and science. When pupils in a Years 3 and 4 class went pond dipping and looked at different habitats around the school grounds there was great excitement when pupils found a range of creatures.
13. Behaviour in the classroom and around the school is good overall. Lunchtimes in the hall are pleasant, sociable occasions. Pupils show reverence during assemblies, especially during prayer, and sing enthusiastically when they have the opportunity. Behaviour in the playground is good and most pupils amuse themselves well. In discussion with inspectors, pupils reported that a small number of pupils spoil behaviour when they cause verbal nuisance and push other pupils around. Some name-calling is racist. When reported, firm action is taken. This small amount of unsatisfactory behaviour was observed during lunchtime when supervision levels are low due to the two unfilled vacancies for midday supervisors. Occasional bullying takes place but when it is reported it is dealt with effectively. There have been no exclusions since the last inspection.
14. Relationships throughout the school are good and are based on mutual respect for all in a caring school community. 'We're like a big family' one pupil said. Teachers and other staff speak positively to pupils and all talents are valued. This builds confidence and self-esteem and helps pupils tackle new learning and work well. Pupils have a good understanding of the impact of their actions on others and most show respect for each other's feelings and values. They work well, sharing equipment, taking turns and supporting others. The establishment of 'thinking partners' in classes across the school provides pupils with good opportunities to share their ideas with others and to learn from each other.
15. The personal development of pupils is good. Pupils are polite, helpful and friendly, and most have good social skills and readily take on responsibility. Pupils are eager to be actively involved in daily routines and they carry out their duties in the dining hall, at assemblies and in the school office well. The school council gives pupils 'a voice' in the school and pupils are very keen to channel forward suggestions for school improvement. Pupils are currently deciding how to improve playground equipment to make playtimes more fun.

16. Pupils are developing independence in their learning well when they carry out research; they have the freedom to choose resources and activities and take responsibility for their own learning. Learning objectives are usually shared with the class enabling pupils to self-evaluate, often against given criteria. When given the opportunity, some pupils offer friendly and useful advice to classmates to improve performance during sessions at the end of lessons. This was seen in mathematics and music.
17. Attendance is unsatisfactory and below the national average. It has declined since the last inspection. Absence is attributable to genuine illness, a range of family circumstances and pupils who leave and do not inform the school that they are moving away. A significant proportion of absence is due to the taking of term-time holidays. The rate of unauthorised absence is difficult to ascertain when the registers are not completed properly and absences are not always coded. Punctuality on arrival at school is generally good.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is now good throughout the school. Pupils make good gains in their learning in lessons. Almost seven lessons in ten are good or better and approximately a quarter are very good. This is a considerable improvement since the last inspection where teaching was satisfactory overall but unsatisfactory in the Foundation Stage and in Key Stage 1. A significant change in teachers has taken place, especially at the start of the current school year. Teachers and teaching assistants are hard working and conscientious. They have high expectations for their pupils and this is reflected in pupils' positive attitudes to their learning. Teachers have good relationships with their pupils and manage their lessons effectively. These strengths, together with support from the local education authority, have been at the heart of the improvement in the teaching.
19. Teachers plan their lessons effectively and the methods they choose are carefully chosen to meet the purpose of the lesson. The teaching of English and mathematics is good across the school as teachers make effective use of the National Literacy and Numeracy Strategies. For example, in a very good English lesson in a mixed Years 3 and 4 class, the teacher made very good use of well-prepared materials which enabled pupils to learn how to retell a story without joining most sentences with 'and'. The teacher encouraged pupils to explain how they would improve the writing and listened carefully to their ideas. The teaching effectively enabled pupils to use other words and consolidated learning through turning the text into a short piece of drama as pupils enacted 'They are scared because he has a thousand teeth'. In a very good mathematics lesson in Year 6, the teacher provided pupils with a highly stimulating and challenging session at the start of the lesson where pupils worked out a formula in their heads for adding sequences of numbers. Teaching such as this enhances pupils' learning and enables them to make good progress in lessons.
20. Good use is made by teachers of an activity known as circle time to develop pupils' personal, social and health education. This happened in an excellent lesson in a mixed Years 1 and 2 class where pupils were given excellent opportunities to think about their own strengths and to lead the group using their initiative. The teacher made effective use of a well-chosen game to give pupils confidence and finished the lesson very well as a candle was lit and pupils had a quiet time to reflect on what they had learnt. Such teaching enhances pupils' spiritual development.

21. Imaginative teaching is a strength in the better teaching. For example, in a good geography lesson in a mixed Years 5 and 6 class, when pupils had difficulty in understanding the difference between 'erosion' and 'deposition', the teacher imaginatively drew on her good skills in drama and, with the pupils, acted out what happened to a chalk cliff when waves hit its base. As a result, pupils clearly understood the difference. In a very good science lesson in a mixed Years 3 and 4 class, imaginative use of the school's nature reserve enabled pupils to behave like scientists, as they carefully evaluated evidence and successfully drew conclusions from the evidence they had found.
22. Overall, the teaching of pupils with special educational needs is good. Effective use is made of teaching assistants to support pupils in line with the targets set in pupils' individual education plans. Teachers and teaching assistants work together effectively to the benefit of pupils mainly because teaching assistants are well briefed and have copies of teachers' planning.
23. The teaching of pupils with English as an additional language is satisfactory. In one withdrawal group, specialist teaching from the local education authority focused on speaking and listening and developing vocabulary and led three children in reception to satisfactorily learn words such as 'big', 'tall', 'old', 'new', 'yellow', 'grey', 'butterfly' and 'rabbit'. In another group of pupils in Years 1 and 2, sound teaching led to the satisfactory learning of opposite words such as 'dry and wet', 'asleep and awake', 'up and down' and 'young and old'. Although support is provided in lessons not all teachers have a sound understanding of the specific learning needs of pupils who are learning English as an additional language and this limits the effectiveness of the support.
24. Across the school, lessons are well planned, which is an improvement since the last inspection. Lessons move briskly. Teachers' planning is detailed and thorough. Due account is taken of how pupils have got on in a lesson and teachers often adapt their teaching to take account of this in the next lesson. Work is best matched to pupils' learning needs in the English and mathematics lessons in Years 3 to 6 where the groupings are based on pupils' age and previous attainment. A reasonable match is achieved in these lessons in the mixed Years 1 and 2 classes, but work could be better matched to provide even greater challenge for the more able pupils to enable a greater proportion to attain higher standards.
25. Teaching in the Foundation Stage is good which is an improvement since the last inspection and since the visit of HMI in November 2002. A significant factor is the appointment of a Key Stage 1 and Foundation Stage co-ordinator who teaches a reception class. Central to this improvement is the good quality of planning. Planning for lessons is now drawn from the early learning goals that inform all the activities children undertake. Effective use is made of the structures provided by the National Literacy and Numeracy Strategies so that pupils are well prepared for Key Stage 1. Work is satisfactorily matched to children's learning needs and children make good progress in lessons. Teachers and teaching assistants work well together and make good use of the newly created outdoor provision, despite its limited equipment.
26. Teachers generally have a sound command of the subjects they teach. A few are not as confident in teaching physical education and ICT as they are in teaching the other subjects. As a result of in-service training, teachers have a good understanding of useful strategies to help pupils to improve their skills in speaking and listening which the teachers use to good effect. Regular opportunities are provided for pupils to discuss with their listening partners, and teachers provide useful opportunities at the start of lessons to ensure that pupils are clear about the purpose of the lessons. Good

questioning is a feature of the good teaching. Questions are used effectively to consolidate pupils' learning and to check their understanding. Good additional support is provided by a specially trained teaching assistant who supports pupils in class and outside the classroom on a one-to-one basis for those pupils who need considerable help.

27. Teachers regularly mark pupils' work. The way this is undertaken is not consistent across the school and the quality of marking is variable. Most marking gives pupils praise and encouragement. Only in the better marking do teachers provide advice on how pupils could improve their work. Written comments are rarely made by teachers to let pupils know how they are getting on in relation to any targets that have been set for them or how the pupils have done in relation to the learning intentions of the lesson. Consequently, pupils do not have a good picture of how well they are doing and what is needed to make improvements. Homework is set and, when completed satisfactorily, supports pupils' learning. However, not all teachers consistently follow the school's arrangements. A significant number of parents who replied to the questionnaire prior to the inspection expressed concerns about homework. These inconsistencies in marking and provision of homework reflect the lack of clarity in roles and responsibilities in the management structure.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

28. Overall, the school provides a satisfactory curriculum that meets the requirements of the National Curriculum. This is an improvement since the last inspection when the National Curriculum was not fully in place. The short teaching time noted then has been remedied. Now the younger pupils spend more than the minimum time in lessons. Also weaknesses in provision for ICT are being improved. The school recognises that this is still an area for development. The teaching of French to the older pupils enriches the curriculum. The school's aims are clearly reflected in the curriculum and good provision is made for pupils' spiritual, moral, social and cultural development.
29. The development of skills in English is given high priority, especially in Years 1 and 2. Thus a large amount of time is given to this subject and a below average time is left for others. In the case of ICT and geography, the reduced time is partly responsible for standards being below average. In Years 3 to 6, more time is given to these subjects and the balance is rectified. In history, not enough attention is given in Years 3 to 6 to the teaching of skills and leads to standards remaining below average. Teachers in Years 1 and 2 add to the time given to English by following the literacy hour with English related topics. As teachers' timetables are not systematically monitored, at times these pupils spend too long on one area of the curriculum.
30. Overall, satisfactory strategies have been established for teaching the basic skills of literacy and numeracy, with good opportunities for developing pupils' speaking and listening skills. Effective use is made of the structures provided by the National Literacy and Numeracy Strategies. However, insufficient attention is given to developing pupils' literacy and numeracy skills in other subjects. Pupils' developing skills in ICT are also not used enough in other subjects. Pupils' progress is tracked carefully and the information is effectively used to place pupils in groups for English and mathematics. These arrangements are leading to an improvement in standards; for example, more pupils attain high standards in English. Satisfactory provision is made for the teaching of personal, social and health education. Activities known as circle time are used effectively to enhance pupils' personal development. Aspects of health education are

satisfactorily taught through science, physical education and through the school's arrangements for teaching religious education.

31. The curriculum is improving in order to meet the needs of the recently organised mixed-age classes. A two-year cycle of 'topics' is being developed to ensure that pupils progress and do not repeat work unnecessarily. Satisfactory policies and schemes of work are in place for all subjects, and planning has been improved and formalised, although the needs of higher attaining pupils are not always met sufficiently.
32. Satisfactory arrangements are in place to ensure that all pupils have full access to the curriculum. Good provision is made for pupils with special educational needs. Commitment to pupils with special educational needs is high. A good programme of training teacher assistants has contributed to the effectiveness of the provision. Pupils' individual needs are effectively identified and supported. Well-constructed individual education plans are in place which teachers use well to plan work and to deploy the teaching assistants. Satisfactory support is provided for pupils with English as an additional language to enable them to participate well in lessons.
33. The school's provision for extra-curricular activities is satisfactory. Currently, drama, art and design, dance, gardening and music are offered after school. The provision for extra-curricular activities has reduced since the last inspection when it was very good. This reduction is a matter of concern to a number of parents who completed the questionnaire prior to the inspection. Teachers seek to enhance the curriculum in other ways, for example through the personal, social and health programme in well-planned circle times.
34. The school has satisfactory links with the local community and other schools. Teachers visit the local nursery, and secondary school teachers visit the school. Pupils have useful opportunities to visit their chosen secondary school. Within the community, pupils take part in local music and Christmas festivals and entertain the local elderly population. Pupils take part each year in a 'Science Jamboree' organised by a local drug company. As a result of regular visits to the school by the local fire brigade, a pupil was able to save the family from a fire. Good links are maintained with a local college of higher education and the school regularly hosts a number of trainee teachers.
35. The provision made for pupils' spiritual, moral, social and cultural development is good and enhances their personal development. Good provision is made for pupils' spiritual development. The requirements for a daily act of collective worship are met and assemblies provide pupils with knowledge and insight to develop their spiritual awareness. The links with the parishes, preparation for sacraments, the programme of Masses, the celebration of feast days and assemblies effectively promote spiritual development. Spiritual development is good, especially when pupils are encouraged to explore and reflect on values and understand feelings and emotions. Some good opportunities to express these elements are given when considering the life of Jesus, in reflective writing, prayer, poetry and in circle times. Some lessons offer spiritually uplifting experiences when pupils consider why they are special, when they explore the senses and the wonder of the seashore.
36. The provision for moral development is very good and is a strength of the school. A well-developed ethos of respect and kindness underpins the curriculum within which pupils' efforts and achievements are valued. Through the fine examples set by staff in the school, pupils learn the principles of right and wrong, and high standards of behaviour and care for others are expected. Staff constantly remind pupils about this and it permeates all areas of school life. Positive reinforcement of the values of

respect, care for others, forgiveness, fairness and high moral standards are conveyed in assemblies, prayer times and in personal and social education. In circle times, pupils consider themselves and explore issues such as trust and how to help each other feel good and develop 'mottos for a good life'. Some classes have 'kindness trees', and 'an ocean of kindness' reflecting good deeds.

37. The skills and qualities required to become more mature and take on greater responsibility as pupils get older are promoted very well. Teachers value pupils' contributions and give them space for their own thoughts, ideas and concerns and this extends personal development well. The personal and social education programme teaches some important life skills such as adopting a healthy lifestyle, general safety and some early good citizenship. Other experiences, such as performing in assemblies and Masses with readings, bidding prayers, role play, dances and other musical activities, and the various clubs also extend social development very well. Pupils raise money for good causes and recently, as part of their Easter preparations, pupils made sacrifices and collected money for the Catholic Children's Society. The school council is well established, runs very democratically and provides an effective forum for issues to be raised and addressed.
38. Provision for cultural development is good. Pupils have some very good opportunities to learn about local traditions and the rich history and geography of the Margate and Canterbury areas. Good use is made of classic literature, traditional stories and a wide range of music and art to inspire good work. The school satisfactorily celebrates the cultural diversity of its pupils from various ethnic heritages. This was clearly seen when a pupil danced in her national dress during the inspection. Well-established links have been established with a school in the Gambia and pupils provide gifts at Christmas and help to fund resources. The school recognises that pupils' understanding of other cultures and faiths is underdeveloped and has improved the range of multicultural resources; it is organising a multi-faith week shortly to address this weakness further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to take good care of pupils and this helps to improve the effectiveness of the teaching and learning. Most staff have good relationships with pupils who, overall, are confident in their approaches to their teachers or other adults in the school. This helps pupils feel safe and secure. Arrangements for assessment of pupils' attainment and progress are good but the use made of this information to identify areas where pupils need to improve is unsatisfactory.
40. Procedures for monitoring and improving attendance are unsatisfactory. The school does not meet the statutory requirements for recording attendance. Registers are inconsistently marked, some are in pencil and absences are often not coded to distinguish between authorised and unauthorised absence. Registers are not routinely checked to improve attendance and minimise unauthorised absence. The school is currently relying on the Family Liaison Officer to scrutinise registers and follow up the poor attendance and punctuality of the small number of pupils who present a range of mitigating circumstances. The school commendably discourages taking holiday during term time.
41. Procedures for promoting and monitoring behaviour are satisfactory. Pupils are familiar with school and class rules and expectations for behaviour and most behave well. Despite the school's efforts to recruit more midday supervisors there is inadequate supervision of the playground at lunchtime. Midday supervisors escort injured pupils to the welfare room to administer first aid often leaving one person to supervise the whole

junior playground. The small numbers of pupils who misbehave are frequently not seen and are not deterred sufficiently from causing nuisance to others. The procedures for eliminating any oppressive behaviour are satisfactory. When any bullying or racism is reported it is investigated properly and firm action is taken to stop it. Although there is a racial discrimination policy, the systems to record and monitor racist incidents have not been set up yet.

42. The arrangements for child protection and children in care are good and meet all the statutory requirements. The acting headteacher and assistant headteacher are temporarily holding the designated child protection posts. They are planning to undertake training shortly to update the school on recent legislation and procedure changes. When pupils are sick or injured they receive a high level of care and attention. Many staff have first aid qualifications and this is commendable. Pupils with medical conditions are well known and catered for very well. The management of health and safety is satisfactory overall. During the inspection, fire safety checking systems were reviewed and upgraded to improve them further. Although risk assessments are carried out regularly and issues are addressed, little is recorded to reflect the school's good practice. There has been insufficient recent staff training in health and safety to ensure that the school is knowledgeable about current good practice. At times, a potential danger exists when vehicles come up the main drive when pupils are using the playing fields.
43. Much of the monitoring of pupils' personal development is satisfactory and is informal, promoted by teachers who sustain good relationships with pupils. Most teachers support pupils and give them good advice for improving attitudes and social skills and encourage a good work ethic. Trained caring staff very effectively mentor those pupils who have difficulty coping with school. Some pupils elect to be counselled using 'talk time' and report some very positive outcomes. The arrangements for the induction of pupils new to the school are satisfactory overall but are inconsistent. They vary from the very good practice where a class circle time was devoted to 'making new friends' to one new pupil who felt that no special arrangements had been made to introduce him to the school and he struggled to settle into all the routines.
44. The arrangements for assessing pupils' attainment at the end of Years 1 and 2 and Years 3 to 6 are good. Good records are being developed and the outcomes are satisfactorily shared with parents and staff. The assistant headteacher has worked hard in devising, developing and managing systems that collect information regularly from teachers and translates into data that can effectively track the performance of each individual pupil. This information is used satisfactorily to set targets for each pupil and is then checked when the next set of data is collected. However, pupils are not sufficiently aware of what these targets are. Pupils who are underachieving, remain on target or are doing better than anticipated are identified for the teacher to take action. Included within this system are good arrangements for tracking pupils with special educational needs and relating the information to their action plans or statements of special educational need. The teaching assistants assessing and recording of the progress made by pupils with special educational needs usefully extend the system.
45. Satisfactory use is made of the local education authority's stages of fluency in language to determine need and monitor progress of learning English by pupils with English as an additional language. Target setting in language acquisition and rigorous tracking of progress for these pupils are weak. The results of national tests and tests set by the school are not analysed to identify the performance of pupils from minority ethnic groups.

46. There has been some improvement in the use of information from assessment but not enough use is made of the information to identify areas where pupils need to improve in order to reach targets that have been set. Overall, the use of information from assessment is still unsatisfactory. Although most lessons are well planned, teachers' planning in the longer term does not take enough account of what different groups of pupils need to learn next in order to make good progress towards any targets that have been set. This aspect of planning is better in English and mathematics in Years 3 to 6 due to the grouping arrangements. This, in part, explains why, although pupils make good progress in lessons, this does not yet always lead to higher attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The partnership with parents and carers is satisfactory but is not as strong as it was at the last inspection. The response to the parents' questionnaire and attendance at the parents' meeting were low but during the inspection many more parents were spoken to and their views were gauged. In this way, a more representative sample of parents' views was found and these are mostly positive. Parents are happy with many aspects of the school and feel that the teaching is good and that the school expects their children to work hard.
48. Parents have some strong disagreement about the homework arrangements, the quality of information they receive about their children's work, feelings on how closely the school works with parents and the extra-curricular activities. Homework diaries are used inconsistently but do show homework is regularly set, particularly in mathematics and English. There is, however, some inconsistency between year groups and unevenness across year groups and this reduces its effectiveness. Parents would like to see greater clarity about what homework to expect each week. The quality of information parents receive is satisfactory overall. The termly consultation arrangements are good.
49. Reports, however, are inconsistent, but overall they are satisfactory. They vary from very good to unsatisfactory. Some of the comments in the English, mathematics and science sections of the reports reflect coverage and enjoyment rather than progress made by pupils. Reports in the other subjects often do not contain enough information in the small space provided. Parents with children who have special educational needs are kept up to date on the support provided as they are sent copies of their children's education plans. Parents have welcomed the recent change to end-of-day arrangements and are pleased that staff are available to talk to, and deal with, any immediate issues. Newsletters and other letters keep parents well informed about school activities, staffing changes and other news. The range of extra-curricular activities is satisfactory but parents would like more sport and would like the school to compete in local fixtures.
50. Increased school security, poor access to the school office, an insistence on parents making appointments and little contact with teachers are some of the factors that cause some parents to feel that they do not always feel welcome or able to work closely with the school. Parents are seldom consulted or their views gauged as part of school improvement and this diminishes the links with parents. Some of the best links with parents result from the recent appointment of a Family Liaison Officer (FLO) such as the friendly informative letters and the monthly coffee mornings at the church hall which parents enjoy.
51. The parents, teachers and friends association (PTFA) is a small hardworking group that provides the school with a busy social calendar and raises funds to provide some

extras for learning and improving the quality of school life. They have just donated the £800 of sponsored 'spud race' money to the school council to buy playground equipment. They were busy getting ready for the summer fair during the inspection and enlisting help from parents. Parents are keen to support their children when they are performing in school productions and concerts, special Masses and sports day. Few parents volunteer to help regularly in the classroom but when other needs arise, like help with swimming and school trips, parents do this willingly. The contribution of parents to children's learning is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. At the time of the last inspection a key issue for improvement was the quality of the management, especially the attention paid to improving standards of pupils' attainment. A sound action plan has been put into place, together with more effective arrangements for the monitoring and evaluation of teaching and standards of attainment. In November 2002, HMI judged that reasonable progress had been made on improving the management of the school. The headteacher resigned at the end of the spring term. A headteacher has been appointed and will take up his duties at the start of the autumn term. In the meantime, an experienced headteacher from another school leads the school on the basis of three days each week with the assistant headteacher having responsibility for the other two days. This arrangement is working successfully. Already the acting headteacher and assistant headteacher have established an effective working arrangement and the school runs smoothly. The acting headteacher provides very good leadership that is much appreciated by the staff. The assistant headteacher effectively ensures the smooth running of the school. Good teamwork by all the staff is a considerable strength and is reflected in the good teaching. Overall, the management of the school is sound.
53. The positive school ethos has been maintained as has the good care taken of pupils. With useful support from the local education authority much more emphasis has been placed on improving the quality of teaching and the raising of pupils' attainment. Standards are rising and the quality of teaching is good.
54. At the start of the current school year the organisation of the school was changed and extra co-ordinators were appointed in Years 3 to 6. Overall the management by the subject co-ordinators is sound. The monitoring of planning has enhanced their monitoring role and a useful start has been made with the observation of teaching. All concerned undertake their responsibilities conscientiously. The effectiveness of the work is hindered by the lack of clarity in their respective roles and responsibilities. This leads to a significant amount of duplication and in some cases, for example in marking and homework, it is not clear where responsibility lies and inconsistencies occur. The lack of clarity hinders the strategic development of the school. Partly due to staff changes, and changes in leadership, performance management has lapsed and this adds to the lack of clarity in roles and responsibilities.
55. The governing body carries out its responsibilities satisfactorily. With one exception, it meets its statutory duties. The recording of pupils' absence is unsatisfactory and does not meet statutory requirements. This contributes to the below average levels of attendance. The governors have a sound understanding of the school's strengths and weaknesses. Links have been established between governors and subject co-ordinators but recently the usefulness of these has been hindered by the vacancies on the governing body and the changes in staff. The governors have established good arrangements to ensure that they are fully involved with the school development plan through the establishment of a committee to draw up the plan. Subject co-ordinators

provide detailed information about their subjects for inclusion in the plan. Overall the development plan is satisfactory and shows improvement since the last inspection. Its implementation is hampered by the lack of clarity of management roles and responsibilities.

56. The management of the support for pupils with special educational needs is very good and is reflected in the good provision that is made and in the pupils' good progress. The arrangements for the new Code of Practice have been successfully implemented. Pupils' progress is regularly reviewed and the information from the assessments is used effectively to plan work that builds on what they have already learnt. At times when not enough progress has been made, other appropriate support is provided and its effectiveness reviewed. A strength in the support provided is the valuable support from the teaching assistants who work closely with the class teachers and are well deployed by the special educational needs co-ordinator. The governors keep proper oversight of the support being provided for these pupils.
57. The deployment of the Ethnic Minority Achievement Grant (EMAG) is satisfactorily targeted to provide for specialist teaching provided by the local authority. Overall leadership and management of support for pupils with English as an additional language are satisfactory. The school maintains a record of minority ethnic pupils and those who are learning English as an additional language. However, assessment information is not analysed enough to check how well these pupils are doing in comparison with other pupils in order to take effective action to provide more targeted support across the school.
58. Staffing is good overall. The match of teachers and support staff to the needs of the school is effective as seen in the good teaching. This is due in part to the recent changes in staff and the good training undertaken by teaching assistants. Satisfactory arrangements are in place for the induction of new staff. One class is taught by a temporary teacher. The teacher for this class left unexpectedly early this year and the school has found it difficult to find a permanent replacement. Consequently the class has had several teachers this year. This has unsettled pupils, as seen at times in their behaviour. In addition, less extra teaching support was given in Year 6. The complement of midday meals supervisors is short by two staff. Despite the school's best efforts it has not been possible to recruit new staff. This stretches the supervision at lunchtime. Pupils commented that there are times when instances of poor behaviour go unnoticed. These staffing difficulties are a concern to parents.
59. Pupils are well served by the effective deployment of the teaching assistants, particularly those pupils with special educational needs. Classes are of a reasonable size and subject leaders have good knowledge of their subjects. Some teachers are not as confident in teaching physical education and ICT as they are in other subjects but there is now a good programme in place to train staff.
60. Financial control and financial administration are satisfactory. They have improved since the last inspection as financial planning is better linked to the school's development. The governors' planned budget for the last financial year identified a satisfactory reduction of the eleven per cent carry-over figure identified in the last report. However, the most recent budget report shows that this has not happened and a substantial carry-forward figure still exists, as contingencies built into the budget were not needed. The governors have already satisfactorily identified many of the circumstances that have led to this underspend. The budget had been constructed on the basis of a growing school population. However, roles are now falling and part of the carry-forward is a prudent contingency to deal with this. All co-ordinators have identified

what needs to be purchased to bring resources up to a satisfactory level and spending on these is in the current development plan. In addition, plans have been drawn up to improve the accommodation by the conversion of cloakroom areas into teaching areas, the establishment and equipping of an ICT suite, the completion of the junior library and the creation of an infant library. Progress towards these developments has slowed as the governors wish to involve the newly appointed headteacher in these decisions.

61. Overall, not enough attention is given in the management of the school to the principles of best value. The finance committee satisfactorily applies the principle of competition when seeking tenders for work to be undertaken. The results of the National Curriculum tests are satisfactorily compared with those of similar schools. Not enough attention is given to consultation. The school council enables pupils' views to be sought. However, there is no tradition of regularly consulting with parents. This lack of consultation is partly responsible for the fact that approximately a quarter of the parents who responded to the questionnaire before the inspection felt that the school did not work closely with parents. Significant developments, such as the purchase of a new reading scheme, are not sufficiently evaluated as to their effectiveness.
62. Resources have been a weakness in the school and were identified as such in the last inspection report. There have been improvements, particularly in the last year. Subject co-ordinators have prepared detailed development plans for their subjects which are linked to resource requests. These are now included in the current school development plan. Considerable purchases have been made in the last year and a significant amount of the backlog has been addressed. The purchase of the identified resources in the current development plan is a matter of urgency as resource levels are still unsatisfactory overall and this restricts the range of teaching opportunities and the range of experience pupils gain. This hinders pupils' progress. For example, the range of books available in classrooms and in the libraries is limited. In history, there are insufficient artefacts for pupils to look at and touch, that would give them a more secure understanding of the period they are studying. In physical education, the range and quality of large equipment are unsatisfactory. The newly established outdoor provision in the Foundation Stage does not have enough large equipment.
63. The quality of accommodation is satisfactory. Good displays and decoration make the environment pleasant for learning. The school is very well looked after by the caretaker and his team of cleaners. Most classrooms are of good size. One room for older pupils is cramped and at times requires rearranging before the planned activities can go ahead. An outdoor area for the Foundation Stage has been fenced and now provides a secure area for outside activities for these children. The junior library has been extended and is being refurbished. Plans are in hand for improving accommodation following the recent successful bid for an extra classroom, including improving the infant library, establishing an ICT suite and creating more teaching areas by converting cloakrooms. These plans account for the considerable carry-forward in the school's finances. The extensive grounds and playing fields enhance pupils' learning in science and physical education. Access for physically disabled pupils has been identified. However, action has been delayed because of the headship of the school still being in transition. There is a general lack of storage, especially of large equipment. This makes access to equipment difficult and eats into the time for teaching.
64. Standards are rising due to the good teaching. Satisfactory progress has been made since the last inspection. The school is improving and a strength is the determination of the staff to raise standards. The management is sound and a clear direction has been set for the way forward. Resources are unsatisfactory but the unexpected underspend

has been allocated to deal with this and to improve the accommodation. Overall, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards and improve the quality of education, the governors, headteacher and staff should:

- (1) Improve standards in English and mathematics across the school by:
- improving the development and application of pupils' skills in literacy and ICT in other subjects;
 - using the information from tracking pupils' progress to put in place provision for pupils who, with a little extra help, could reach national standards;
 - sharing targets with pupils so they know what is being expected of them;
 - making effective use of the information from assessment to identify areas where pupils need to improve in order to reach targets that have been set;
 - ensuring that marking enables pupils to know what progress they are making and what they need to do to improve further.

(Paragraphs 27, 30, 44, 46)

- (2) Improve the standards attained by the eleven-year-olds:
- In history by:
 - ensuring that planning clearly identifies the skills pupils are to learn;
 - making more effective use of the time available so that pupils complete more work.
 - In design and technology by:
 - improving pupils' design skills and methods so that they make products of higher quality.

(Paragraphs 109, 111, 121, 122)

- (3) Improve the standards attained by the seven-year-olds in information and communication technology and geography by allocating more time to the teaching of these subjects.

(Paragraphs 115, 123)

- (4) Improve the effectiveness of the management of the school by:
- establishing well-defined job descriptions that make it clear where responsibility lies for the:
 - monitoring of pupils' standards of attainment;
 - monitoring of the quality of teaching;
 - development of the curriculum.
 - ensuring that teachers' performance management is put back on track.

(Paragraphs 54, 55)

- (5) Improve levels of attendance by:
- ensuring that the recording of attendance is in line with statutory requirements;
 - establishing an effective system for monitoring attendance and using the information to effectively promote better attendance.

(Paragraph 40)

- (6) Improve the attention paid to the principles of best value by:
- providing opportunities to consult with parents;

- ensuring that when a major change is made, sharp criteria are set in order to evaluate the impact on the quality of education and in the standards attained.
(Paragraph 61)

(7) Improve the levels of resources as a matter of urgency by implementing the planned spending in the development plan.
(Paragraph 62)

Other issues that should be considered by the governors

- Improve the challenge for more able pupils, especially in English and mathematics in the mixed-aged classes in Years 1 and 2.
(Paragraphs 86, 89)
- Improve the consistency in the provision for homework.
(Paragraph 27)
- Provide staff with training and guidance about teaching pupils with English as an additional language.
(Paragraph 23)
- Implementing the race discrimination policy, especially the analysis of the results of national tests and tests set by the school, to identify the attainment of pupils from minority ethnic groups and the recording and monitoring of any racist incidents.
(Paragraphs 13, 41, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	27	20	0	0	0
Percentage	5	20	43	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	288
Number of full-time pupils known to be eligible for free school meals	53

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	15	16
	Girls	14	20	20
	Total	25	35	36
Percentage of pupils at NC level 2 or above	School	64 (79)	90 (82)	92 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	14	17	14
	Total	25	30	25
Percentage of pupils at NC level 2 or above	School	64 (79)	77 (82)	64 (82)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	11	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	23
	Girls	11	9	8
	Total	30	30	31
Percentage of pupils at NC level 4 or above	School	86 (58)	86 (50)	89 (72)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	19
	Girls	11	9	9
	Total	28	30	28
Percentage of pupils at NC level 4 or above	School	80 (57)	86 (77)	80 (83)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	235	0	0
White – Irish	0	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	12	0	0
No ethnic group recorded	12	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	265

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	506,999
Total expenditure	481,781
Expenditure per pupil	1,784
Balance brought forward from previous year	92,012
Balance carried forward to next year	117,231

Questionnaire return rate

Number of questionnaires sent out	288
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	59	33	6	2	0
Behaviour in the school is good.	42	48	5	3	2
My child gets the right amount of work to do at home.	35	39	18	6	2
The teaching is good.	53	36	8	3	0
I am kept well informed about how my child is getting on.	36	30	29	5	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	2	2
The school expects my child to work hard and achieve his or her best.	61	27	9	0	3
The school works closely with parents.	42	24	26	3	5
The school is well led and managed.	42	39	8	2	9
The school is helping my child become mature and responsible.	53	35	3	2	8
The school provides an interesting range of activities outside lessons.	24	24	32	2	18

Other issues raised by parents

No other significant issues were raised

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There has been considerable improvement since the last inspection in the provision made for children in the Foundation Stage. Much of it is relatively recent. More detailed planning based on the early learning goals, together with changes in staff, are at the heart of the improvement. Teaching is good and this has led to children making good progress in lessons. Children's achievement is satisfactory and standards of attainment are rising. A useful start has been made in improving the outdoor provision. Children join the reception classes at the start of the year in which they have their fifth birthday. They start initially on a part-time basis and then, when ready, attend full time.
67. Most children are on track to meet the nationally set early learning goals for the end of reception in their personal, social and emotional development, in their knowledge and understanding of the world, and in their physical and creative development. Overall, children do not attain these nationally set standards in communication, language and literacy and in their mathematical development. Children enter the reception classes with well below average standards in speaking and listening. Despite the emphasis teachers give to developing these skills, a significant number of children have not made enough progress to meet the nationally set standards in these areas of learning. Children with special educational needs have good support and make good progress. The few children with English as an additional language make sound progress as adults are not always clear as to the best ways to help them.
68. The quality of teaching is good. Planning is detailed and thorough and is drawn directly from the early learning goals and ensures a clear purpose for the lessons. This is a significant improvement on the teaching reported at the last inspection where the teaching was unsatisfactory, largely due to lessons not having a sharp enough focus. Good attention is given to developing children's skills in speaking and listening. A good balance is struck between activities which the teachers direct and opportunities for children to make choices from the carefully prepared provision. Good teamwork between the teachers and teaching assistants contributes a great deal to children's progress. Relationships with children are good and they are secure and happy in their work. The teaching interests the children; as a result children are interested in what they are doing and most concentrate hard on the task in hand.
69. The curriculum is carefully planned. Good use is made of the lesson formats provided by the National Literacy and Numeracy Strategies and children are well prepared for teaching in Years 1 and 2. Detailed records of children's progress and attainment are kept in all areas of learning. Adults regularly assess how well children are doing and note useful areas for development. For example, in one lesson both the teacher and teaching assistant made notes on 'Post-its' which were then attached to the planning and later incorporated into children's records. A good start has been made with the outdoor provision. Children now have access to a secure area, part of which is sheltered from the rain. However, there is still a shortage of large equipment for the children to use. There has been satisfactory progress in the outdoor provision for the Foundation Stage. The newly appointed co-ordinator has made a good start and has already identified areas of strength and those that need improvement, such as the arrangements for snack times.

Personal, social and emotional development

70. The personal, social and emotional development of children is satisfactory and most are on track to reach the standards expected nationally. Relationships between the teachers and children are good and this enhances children's personal development. Children respond well to the good teaching, which provides a wide range of opportunities for co-operative work, including playing games in pairs, talking with their listening partners and taking turns. For example, when looking closely at an interesting range of artefacts as part of their work about senses, children waited patiently until others had finished using an especially interesting periscope. Children are interested in what they are doing and concentrate on the tasks in hand. Teachers make good provision for the development of children's independence by providing activities that children readily select for themselves. Children responsibly undertake the jobs they are given to do. Teachers provide useful caption boards, for example 'Planning our day' that enable children to have a degree of responsibility in their learning as they know what is to happen next. Children are encouraged to know what they are aiming for through a well-displayed 'target train' and their self-esteem is enhanced when they are awarded a 'star worker' accolade. The opportunities provided by 'snack time' for children's personal development are underused.

Communication, language and literacy

71. Although children make good progress in lessons due to the good teaching they do not reach the early learning goal as many start school with well below average speaking and listening skills. Children listen with enjoyment when teachers regularly read interesting books to them. This happened when children read a 'big book' with the teacher, looking particularly at the different characters in the story. The teacher effectively used a different voice for each character, much to the delight of the children. Children use their developing language skills well as they play in the hospital, describing what hurts and what treatment they want. A significant number do not yet use their talk to organise their ideas and clarify their thinking. A specially trained teaching assistant provides good support for speaking and listening on an individual basis. For example, the teaching assistant supported a child with speech and language delay for twenty minutes, effectively starting a discussion about the child's recent birthday and extending the work to enable the child to pronounce words such as 'blue' and 'shape' correctly. Children respond well to these opportunities and make good progress.
72. Teachers place considerable emphasis on teaching children the links between sounds and letters and children make good progress. 'A new challenge this week! I would like you by the end of the week to make up your own rhyme', was the introduction to a literacy lesson on Monday morning. When stories were read, children were asked to identify words that sounded the same. Confidently, children identified 'see' and 'me'. Others correctly identified words with the 'sh' sound and others understood that 'e' and 'ee' made the same sound. Puppets are used effectively by teachers to consolidate children's growing knowledge of letter sounds.
73. Many children have made a sound start with their reading. They read a satisfactory range of familiar and common words correctly. Teachers regularly have sessions where they guide children's reading, effectively modelling or showing children how to read the text in the book. For example, when children had difficulty with the word 'reflection' the teacher quickly found a mirror and demonstrated what a reflection was. However, a significant minority has not made such a confident start and benefits from the considerable support from the adults. Children's skills in writing are not as advanced as those in reading and a good number are unlikely to reach the early

learning goal. The more able children begin to write simple, regularly-used words correctly and to make a reasonable attempt at a word using their phonic skills. 'I hav lots of frens and I love them' wrote one child independently.

Mathematical development

74. Overall standards are below those set nationally in the early learning goals. Good teaching and well-organised practical activities help children to make good progress in lessons. Most count reliably up to ten, fewer are as confident in using numbers up to twenty accurately. In a good numeracy lesson, the teacher imaginatively used the children as aids to counting. First, all those with earrings came out and were counted. Then, children with spectacles came out and the children started counting all those who were in the line. This process was continued until all the class were involved. Only the more able children successfully went on to sort twenty small toys into two circles when a number was placed in one circle and they were asked to work out how many would be in the other circle. For a significant number of children, their skills in speaking and listening hinder their progress in developing mathematical ideas and methods to solve practical problems. Most children correctly recognise flat shapes, such as a square, rectangle and triangle. In a good lesson, children correctly identified shapes as the teacher described their characteristics as she felt them in a 'feely bag'.

Knowledge and understanding of the world

75. Most pupils are on track to meet the early learning goal as the teaching enables them to make good progress. Children use a mouse confidently to use a phonic program on a computer to link letters to sounds. They successfully learn about their senses as they look closely at a wide range of interesting objects collected and well displayed by the teachers. They look closely at similarities and differences and identify those objects that interest them the most, for example a periscope. Children listen carefully to sounds and list those they hear as they undertake a listening walk around the school. They have a sound understanding of the changes made as frogspawn changes into tadpoles. The good planning and preparation by teachers enable children to learn about past events in their lives and about members of their families. Children use their growing design skills to make 'get well soon' cards for a teacher who is ill.

Physical development

76. Children make good progress in lessons and are on track to reach the early learning goal. They competently control a ball with different parts of their bodies as they play a 'follow my leader' game, led initially by the teacher and then by their peers. Children throw and bounce balls to each other with reasonable accuracy and make valiant attempts to control a ball as it rolls down a slope. The outdoor provision is a recent development and large equipment for children to use is limited. Children ride the wheeled vehicles with confidence and balance, with a reasonable awareness of others. Most children hold their pencils correctly and control paintbrushes, printing tools, scissors and other tools competently. They respond well to the wide range of opportunities teachers provide for them to develop their skills in handling tools.

Creative development

77. Children make good progress in lessons in their creative development and are on track to meet the nationally expected standard. Teaching is good. Children competently use colour as they paint portraits of themselves. They use wax crayons effectively as they explore patterns and shades of colour. Good opportunities are provided for children to

sing number songs, such as 'roll over', and nursery rhymes, which they do with enthusiasm. Good links are made with children's physical development when teachers play music to which children make arm movements, trying hard to follow a pattern the teacher has drawn on the board. The teachers effectively extend this work as children use these movements to make large and increasingly complex patterns on paper. Role-play is well developed. Children readily attend the 'hospital' where they first go to 'triage' before being treated. The visit by a nurse to show children how to put on a bandage and how to use a stethoscope enhances children's role play.

ENGLISH

78. The standards attained by the seven-year-olds are still below average in reading and writing, but have risen since 2002 when standards were well below average. This is largely due to the improvements in teaching and the effective use of the National Literacy Strategy. More pupils now reach standards higher than those expected for pupils of this age. Overall, pupils' achievement is satisfactory.
79. The standards attained by the eleven-year-olds are below average. These standards are lower than those attained by the eleven-year-olds in the national tests in 2002. Although more pupils have attained above average standards as compared to last year's test results, too many pupils attain below average standards. A significant proportion of the eleven-year-olds has special educational needs. In addition, a large proportion has joined the school having attended other schools. The school's records show that those pupils who have moved through the school, having started in Year 1, achieve well and most attain average standards. Pupils with special educational needs make good progress as they are well supported. The satisfactory support for pupils with English as an additional language enables them to make sound progress. Overall, more able pupils make satisfactory progress.
80. Pupils start school with well below average skills in speaking and listening. The school has identified this as an important area for improvement and makes good provision to develop these skills. Pupils throughout the school have listening partners and have many opportunities for useful discussion with them. For instance, in a physical educational lesson in a mixed Years 1 and 2 class, pupils discussed with each other in preparation for describing their performance. In the same class, pupils readily discussed their own strengths, 'what they were really good at,' with the rest of the class. Such an opportunity also enhances their spiritual development. In Year 6, pupils are used to recording their work on a tape recorder. They plan their performance well with a group of classmates. Pupils listen to each other's poetry readings attentively and offer good suggestions for improvement. Throughout the school, pupils make good progress in this area of the curriculum. Although considerable emphasis is now placed on developing skills in speaking and listening, and pupils make good progress, the standards attained by seven- and eleven-year-olds in speaking and listening are below average, as a significant number of pupils still have difficulty in this area.
81. Pupils' attainment in reading is below average at the end of Year 2 and Year 6 despite the fact that they make good progress in lessons throughout the school. A significant proportion of children, between a quarter and a third, starts school with skills in literacy which are well below average. This represents good progress. An increasing number of pupils are reading at above average standards. They read fluently and with good expression, referring back to the story to describe different characters. They give good reasons for choosing particular authors. 'I'm keen on this author because she writes in the first person', explained one pupil. In Year 2, pupils are taught to use a good range of strategies to decipher new words, for instance sounding out, splitting words up and

using clues from the text. Effective use is made of the recently purchased commercial reading scheme. Generally, library and research skills are not well developed. The acting headteacher has already effectively started to develop the library for the older pupils and has plans to create a new infant library. Currently the library provision is unsatisfactory.

82. Standards of writing are below average at the end of Year 2 and Year 6. This represents an improvement since the last inspection for the seven-year-olds when standards were well below average. This year a greater percentage of pupils in Year 6 will attain above average standards in writing but a large proportion of pupils' work is below average. Consequently, standards are below average overall. Generally pupils make good progress as many start school with skills that are well below average. This good progress is due to improved good teaching and effective use of the National Literacy Strategy. This provision, together with an emphasis on developing speaking and listening skills, helps many pupils improve their vocabulary and write in a lively style. In Year 2, for instance, a story starts 'A boy woke up one morning and found a baby dragon about the size of a kitten'. This story is of a good length, imaginative and complete. In Year 6, pupils improve and re-write their stories which include good description, such as, 'Scorching, the sun vigorously...' Good use is made of ICT for pupils to wordprocess their writing.
83. Within English lessons pupils write for a satisfactory variety of purposes, for example reports, poems and stories, but they often do not transfer these writing skills to other subjects such as science, history and geography. Throughout the school, presentation is neat and, as pupils move through the school, punctuation and story structure improves. However, spelling is a weakness.
84. Teaching is good throughout the school. In one in five lessons it was very good. Teachers plan effectively. Teachers note any difficulties pupils have experienced and take due account of these in the next lesson. The best teaching is imaginative and makes learning fun. In one such lesson the teacher dramatically took on the role of a radio announcer. It was very amusing and pupils could not wait to perform and record their work on a tape recorder. They listened to and accepted their friends' suggestions for improvement well.
85. Teachers and teaching assistants provide good support for pupils with special educational needs. Due account is taken of the individual education plans written for these pupils when lessons are planned. One specially trained teaching assistant provides effective support on an individual basis for those pupils who have considerable difficulties with speaking and listening. Pupils with special educational needs make good progress. Satisfactory support is provided from specialist staff provided by the local education authority for those pupils with English as an additional language who are at an early stage of learning English. In lessons, teachers make sure that these pupils have extra support but this is limited by teachers' understanding of their linguistic needs.
86. In most, but not all, lessons, work is satisfactorily matched to pupils' needs. Where work is not as well matched, it is often the match with the needs of the more able pupils that is affected. In Years 3 to 6, pupils are grouped into classes for English according to their levels of attainment. In Years 1 and 2, pupils are taught in the same class and are grouped within the class. Teaching assistants make a very valuable contribution towards pupils' learning in these classes. They help to ensure all pupils are involved in activities. The information from assessment is not used enough by teachers throughout

the school to plan the curriculum to provide extra emphasis on those aspects in which pupils need to especially improve, for example extra work on aspects of writing.

87. The complicated arrangements in Years 3 to 6 to organise groups mean that some teachers only work with some of their class for half a day. These arrangements are not helpful in enabling teachers to use pupils' developing literacy skills in other subjects. Generally teachers mark pupils' work satisfactorily, offering positive ways to improve. However, these suggestions do not always link directly to any targets that may have been set for pupils. Homework is set and, when completed satisfactorily, supports pupils' learning, especially in reading. However, the inconsistency in the implementation of the school's arrangements lessens the usefulness of homework.
88. The co-ordination of the subject overall is satisfactory and has ensured that the National Literacy Strategy is securely in place. Lessons have been observed and demonstration lessons given in order to set a good example. Good tracking systems are in place to follow and predict pupils' progress over time. However, the knowledge gained from these systems is not used effectively. The timetable gives a large proportion of time to English. At times in Years 1 and 2, the literacy hour is followed by further language activities such as drama or reading activities. This reduces the time available for other subjects. Planned links with other subjects are underdeveloped. Plans for improving the library and book provision are in hand and a new reading scheme has been introduced. However, at the moment resources overall are unsatisfactory.

MATHEMATICS

89. The seven-year-olds attain average standards and their achievement is satisfactory due to good teaching and learning. This is an improvement since the last inspection. More pupils are now moving on to achieve higher levels. Inspection evidence shows that the number of pupils moving on to attain standards higher than those expected for pupils of this age is less than that suggested by the raw data from the results of this year's national tests. The standards attained by the eleven-year-olds are below average. These standards are similar to those reported at the last inspection. However, pupils' achievement is satisfactory due to good teaching and learning. The considerable pupil mobility is a significant factor on the overall standards. The school's analysis of data shows that pupils who start at the school from the beginning perform better than those who start at other times and attain average standards. Pupils with special educational needs are well supported and make good progress towards their individual targets. Overall, teachers' knowledge of the specific needs of pupils who are learning English as an additional language is not as strong as their understanding of the needs of pupils with special educational needs. As a result, pupils with English as an additional language make satisfactory rather than good progress. The attainment of boys and girls is broadly similar.
90. The seven-year-olds achieve better in some aspects of number work and algebra. For example, they know and explain the place value of each digit in numbers up to 1000. However, their knowledge of multiplication tables, especially that of the more able pupils, is less secure. Pupils' knowledge of number sequence, including odd and even numbers, is satisfactory. They understand that subtraction is the opposite of addition. Their knowledge of shape, space and measure is relatively weak. Most know by heart the addition and subtraction facts to 10. The more able do this accurately to 20. Pupils' knowledge and understanding of using and applying mathematics is satisfactory, for example knowing various coins and making up money for shopping.

91. The achievement of the eleven-year-olds in number and algebra is good. For example, they know the equivalent percentages, fractions and decimal fractions. They are beginning to multiply and divide whole numbers and decimals accurately by ten and 100. More able pupils have a more secure knowledge of this, for example 15 per cent of £28,600. Pupils' knowledge of shape, space and measures is variable. It is good in areas such as different types of triangles and using their knowledge of angle sum of triangles to find the unknown angles. However, their knowledge of finding area and perimeters is weaker. Knowledge and understanding of data handling is a weaker area. Solving worded problems is relatively strong.
92. Teaching is good in both Years 1 and 2 and Years 3 to 6. This shows good improvement from the previous inspection, especially in Years 1 and 2 where teaching was judged to be unsatisfactory. The good teaching enables pupils to make good progress in lessons. The strengths in the teaching lie in teachers' effective use of the National Numeracy Strategy, in their subject knowledge, allied with good planning and preparation of lessons, and with the effective management of pupils. Good relationships further enhance learning. Where teaching is satisfactory rather than good, the pace of the lesson is not as brisk.
93. In very good lessons, teachers provide challenging work for pupils of all abilities. Mental activities are used routinely and this sharpens pupils' thinking and encourages them to work with greater interest, concentration and pace. For example, a Year 6 lesson started with quick-fire questions, which led the more able pupils to work out formulae for the questions, for example n^2-1 . This was followed by complex written problems which pupils of different abilities in a top set were expected to analyse, develop their own strategies to solve them, check results and explain reasoning. This they did successfully. In a very good lesson in Year 2, mental calculation at the start of the lesson was conducted in a highly stimulating manner and involved pupils physically and mentally in answering addition questions such as $6 + 1$, $6 + 14$ and $20 + 10$.
94. Emphasis on speaking and listening features prominently in lessons. Teachers make the purposes for lessons clear. These strategies have a positive impact on pupils' thinking, use of language and confidence. Pupils' work is regularly marked, often with praise and encouragement. The marking does not let pupils know how well they have done in relation to the purpose for the work. Consequently, pupils generally do not know how well they are doing and what they need to do to improve their work. For example, the comment 'can you write a three-digit number' is not followed up in subsequent marking. The setting of homework is inconsistent and this lessens the usefulness of homework to consolidate pupils' learning.
95. Leadership and management of the subject are good and helpful in improving the quality of teaching and learning and embedding the National Numeracy Strategy. For example, pupils are well used to the mental warm-up session followed by the main activity and the concluding session. The co-ordinator enthuses and supports the teachers and pupils. Monitoring of teaching and learning has started to have a positive effect on improving the quality of teaching, although its use is not yet in full operation. There are strengths in the curriculum in number and algebra and in the use and application of mathematics. Shape, space and measure and data handling are not covered with similar rigour. This leaves gaps in pupils' skills, knowledge and understanding and hinders their progress. Good assessment procedures have been established but the use of information from assessment is not effective in helping pupils improve in areas where they are weak. The use of ICT is not yet exploited enough to enhance learning. Apart from science, not enough attention is given to the planning for the use of numeracy skills in other subjects. Resources are satisfactory.

SCIENCE

96. The standards attained by the seven- and eleven-year-olds are average and their achievement is good. Standards have risen, as those at the end of Year 6 were below average at the time of the last inspection. Overall, there has been good improvement. Pupils make sound progress. Pupils with special educational needs are well supported and make good progress. Those pupils with English as an additional language make satisfactory progress. The attainment of boys and girls is broadly similar. In the last year there has been a significant input of physical resources, time and effort by the co-ordinator and all the members of the teaching staff. A new scheme of work has been satisfactorily introduced and has made a significant contribution to raising standards.
97. The seven-year-olds have developed sound strategies for investigating problems and observing the simple experiments designed for them. They understand how to complete experiments systematically and record the outcomes using simple language which is supported by 'writing frames' that provide pupils with a useful structure to help them with their writing. At times, these frames do not give the more able pupils the opportunity to extend their writing and enable them to give more sophisticated responses. Pupils discuss with their partner their observations and draw sound conclusions from the evidence that they have gained. For example, which material was better for mending an umbrella and what the effect of holes in a piece of cloth had on its properties. These opportunities enhance their learning. Pupils have a sound understanding of what plants need to grow. They have successfully investigated properties of materials and have a sound understanding of life processes.
98. In the mixed Years 5 and 6 classes, pupils were investigating the animals found in different habitats surrounding the school. Here the school's natural areas and pond provided a very good focus for their work. The pupils investigated contrasting areas and satisfactorily used the well-prepared identification charts to find out the name of the animal they had found. There was lots of discussion, for example 'How many legs has it got? - so it must be in this family'. Others were deducing why there were two different colours of newts with different features. Here the teacher skilfully engaged them in dialogue and enabled them to draw sound conclusions from the data that they had collected. The eleven-year-olds have successfully learnt about forces such as air resistance and magnetism. They have a sound understanding of how materials change when they are heated or cooled and what happens when they are dissolved.
99. At times, an assumption by teachers that pupils can cope with the equipment whilst using it in their experiments hinders pupils' progress. For example, in the mixed Years 1 and 2 classes, pupils were not able to use the magnifying glasses without help, so they did not gather all the information they could from their experiments. Similarly, pupils in the mixed Years 3 and 4 classes had not become proficient at sucking on a 'pooter collecting jar' straw and pointing the collecting tube at a specimen. Most specimens got away and frustration set in. A bit of practice beforehand would have made the fieldwork more effective.
100. Teaching is good in both Years 1 and 2 and Years 3 to 6, planning is sound and teachers are well prepared. They are developing their own scientific knowledge well and this is supported by the co-ordinator's specialist knowledge. Learning is good in lessons and there is particularly good support for lower attaining pupils and those who require additional help. All pupils contribute well to their learning and are eager to complete tasks successfully. They enjoy science and report that they find it interesting. The attention to regular practical tasks and good practical demonstrations by teachers

enhances pupils' learning. These improvements are raising standards. Teaching assistants are valued members of the team, being respected and liked by the pupils and supporting the teaching very effectively by preparing materials before lessons and supporting learning.

101. Sound links have been established with other subjects. For example, in the Years 5 and 6 classes, pupils were encouraged to make links in music with what they had learnt in science about the principles of sound transmission. They put small peas on a drum and watched them move and found wave patterns similar to the water experiment that they were conducting. These links were well developed, using skilful questions and answer sessions managed very well by their teacher. This reflects the good emphasis placed on the development of pupils' skills in speaking and listening. Few opportunities are provided for pupils to develop their skills in reading and writing in science. On the other hand, good opportunities are provided for pupils to develop their numeracy skills as they satisfactorily record the results of their experiments. ICT is used too little and is an underdeveloped resource.
102. Very good records are kept at the end of each completed series of work. These are then transferred into National Curriculum levels of attainment by the assistant headteacher, who then feeds the results back to the classroom teachers. Although this information is used to target pupils, it does not result in work focused directly at their individual need. Marking is helpful and supportive and identifies what has been achieved but it does not sufficiently set targets for improvement. Although homework is set, it is infrequent and there were missed opportunities in the lessons seen when pupils could have been set appropriate homework to extend or consolidate their learning.
103. The leadership and management of science are sound and teachers are starting to work together effectively under the leadership of the co-ordinator. Resources have been reviewed and are being improved. However, they are insufficient, especially in the more specialist equipment like simple microscopes. Because the staff work well together and are committed to raising standards, the improvement since the last inspection is good.

ART AND DESIGN

104. The standards attained by the seven- and eleven-year-olds are average and pupils' achievement is satisfactory. At the time of the last inspection, standards were average as was pupils' achievement. There has been improvement during the current school year. Teaching is good overall and pupils make good progress in lessons. The new co-ordinator has given a significant impetus to the subject and pupils' completed work shows signs of improving standards. Pupils with special educational needs and those with English as an additional language are fully involved in lessons and make similar progress as their peers.
105. Teachers in the mixed Years 1 and 2 classes provide good opportunities for pupils to develop their skills in a wide range of media and are now making good progress in developing their skills. The seven-year-olds competently use paint and pastels as they complete portraits of themselves. The best of these show good attention to the use of tone when painting skin. Pupils develop their skills further as they add texture using pastels and other materials when they look closely at figures from African art. They effectively explore weaving using a good range of papers and fabrics. Pupils use wax crayons carefully as they look closely at materials through a microscope and recreate the detail and pattern they see. As a result of good teaching they imaginatively work in

three dimensions as they make a relief sculpture based on their work about the seaside.

106. The eleven-year-olds carefully mix paint as they recreate work in the style of Turner as part of their study of Margate in the past. One pupil commented 'it is the light that is important' when explaining what he was doing. Pupils show good skills in drawing as they investigate different patterns they can make using a good range of pencils. Teachers enhance these developing skills when pupils look at the work of Paul Klee and 'take a pencil for a walk'. Good use is made of these skills as pupils complete carefully made drawings of seashells as part of their study of the coast. Close links are made with design and technology as pupils decorate the three-dimensional models they are making as part of a design for the new Turner Centre in Margate.
107. Teaching is good across the school. Teachers effectively use the new scheme of work and so lessons are well planned. For example, in a good lesson in a mixed Years 1 and 2 class where pupils were making a relief sculpture based on their work about the seaside, the teacher carefully introduced the lesson by showing work by Picasso and provided a good demonstration of the techniques to be used. The use of the work of artists is a good improvement since the last inspection. Good links are made with other subjects. For example, in their study of Margate as a seaside resort, effective links are made with history, geography and design and technology. Teachers make good use of the wide range of resources, for example when they use black and white photographs to improve the tone of their painting. Insufficient use is made of ICT.
108. The new subject co-ordinator has achieved a considerable amount in the two terms since taking responsibility for the subject and the management is satisfactory. Schemes of work have been written and implemented. Advice and encouragement are provided and are reflected in the enthusiasm in the teaching. The subject is no longer underdeveloped as it was at the time of the last inspection. A useful start has been made to produce portfolios of pupils' completed work to enable teachers to have a better view of the standards to expect and to assess pupils' progress. Resources are satisfactory.

DESIGN AND TECHNOLOGY

109. The standards attained by the seven-year-olds are average and their achievement is good. The achievement of the eleven-year-olds is satisfactory but they have not yet reached the required national levels and the standards they attain are below average. Pupils with special educational needs are well supported and play a full part in lessons and make good progress. The satisfactory support, especially the emphasis on speaking and listening, enables pupils with English as an additional language to make progress similar to that of their peers. The improvement since the last inspection is good. Standards have risen in Years 1 and 2 and teachers' planning now ensures that the requirements of the National Curriculum are implemented. This improvement has already led to a significant improvement in standards in Year 2. In Years 3 to 6, the improved provision has not yet fully worked through all four years of study and standards are still below those expected nationally as pupils do not yet design and make products to a high enough standard.
110. The seven-year-olds satisfactorily specify what their designs have to achieve. They clearly identify possible problems and make sound plans to overcome them. This happened when they designed a 'coat of many colours'. They carefully took an existing product to pieces to see how it had been made. Close attention was paid to how the

materials had been joined, how the seams fitted and how an allowance had to be made for the seam. The model coat they made successfully fitted its wearer.

111. The standards attained by the eleven-year-olds are below average largely because pupils have not clearly identified what difficulties there are to a problem and how to overcome them. They do not specify the problem in a clear way so they know when they have solved it. Too little of their work uses detailed sketches to record three-dimensional thinking. In consequence the practical details of how parts join together and the allowances that need to be made to enable joining have not been worked through. These, and other missing technical features, mean that pupils' practical work is not at the highest standards of which they are capable. Their planning skills are improving, as seen in their designs for a new Turner Centre in Margate.
112. No teaching was seen in Years 1 and 2. Teaching is good in Years 3 to 6. Teachers are satisfactorily developing their skills and have an improving knowledge of the subject and what needs to be done. Lessons are well prepared, as an effective scheme of work has been drawn up. There is an improving set of resources that are effectively used by teachers and pupils alike. Useful opportunities are provided for pupils to use their developing skills in numeracy. Projects are interesting and excite pupils like the disassembly of a full-size coat in Years 1 and 2 and the design and production then of a model coat of many colours designed to fit a given model. In Years 5 and 6, pupils are busily engaged on the development of their groups' ideas of a new visitors' gallery to be built in Margate, to celebrate the work of Turner. Learning is good in lessons.
113. Pupils listen to their teachers attentively and wait eagerly to get on with their work. Some pupils' planning is too hurried and they fail to produce their ideas to the standard they wish. They lack the experience to spend more time thinking and less time doing. Pupils in Years 5 and 6 produce complex shapes using a wide range of materials. The new mobile work centres enable them to have satisfactory access to cutting and shaping tools at an appropriate level and give access to working in harder materials like wood and plastics. ICT is not used systematically to aid recording design criteria and ideas. A feature of pupils' learning is their good co-operation with each other on practical tasks.
114. Overall, the leadership and management of the subject are satisfactory. The new co-ordinator has made a sound start, enabling teachers to work together well in their year teams and providing structures which enable the National Curriculum to be taught more effectively. Teachers effectively share information with each other to ensure the effective development of ideas and planning between modules. A good strategy has been established across the school to identify pupils' progress and tracking those pupils whose work is above or below what is expected. However, the information is not yet used effectively to plan work that matches pupils' individual needs. The arrangements for recording pupils' design and technology capability are sound. Design and technology is taught in the normal classrooms and the accommodation is broadly satisfactory to allow this. Resources have improved but are still unsatisfactory overall.

GEOGRAPHY

115. The standards attained by pupils at the end of Year 2 are below average and have not improved since the previous inspection. Pupils do not achieve as well as they should because they do not have enough opportunity to learn the subject. Standards by the end of Year 6 have improved and are average. In the lessons seen, boys and girls showed similar interest and made similar progress. Pupils with special educational needs make good progress because of good support. Higher attaining pupils do not

make as much progress as others because the work given does not regularly offer enough challenge for them. Pupils who are learning English as an additional language make satisfactory progress.

116. The seven-year-olds satisfactorily describe human and physical features of the local seaside and what gives the local beach its character. However, pupils' subject vocabulary is underdeveloped as are their geographical skills. Their awareness of places beyond the locality is limited. The eleven-year-olds have good knowledge and understanding of the geographical features of European countries. Higher attaining pupils know this in greater depth and for several countries. Pupils understand the environmental effects of new development and communicate clearly their ideas about the pros and cons of different projects such as between having a leisure centre or the proposed Turner Centre. They satisfactorily use secondary sources of information such as globes, atlases and maps. Their knowledge and understanding about rivers are weak.
117. Teaching and learning are satisfactory in both Years 1 and 2 and Years 3 to 6 and similar to that reported at the previous inspection. Teachers provide good opportunities for speaking and listening and this helps pupils to clear their thinking and communicate their ideas. Lesson planning is good with clear learning objectives. At times teaching is good. For example, in a good lesson in a mixed Years 1 and 2 class, the teacher effectively enabled pupils to improve their skills in using and making maps through well-prepared tasks that enabled pupils to draw on their own experiences. In a good lesson about erosion in a mixed Years 5 and 6 class, the good preparation of materials, together with imaginative use of drama to enact the process of erosion, enabled pupils to make good progress in their learning. Questioning is used effectively to clarify pupils' ideas and to assess learning. In a good lesson in a mixed Years 3 and 4 class, the teacher's questioning improved pupils' skills in fieldwork, for example by applying fair testing when comparing traffic in two contrasting localities. Opportunities to develop literacy and numeracy skills are underdeveloped.
118. Leadership and management of the subject are satisfactory. The use of ICT is underdeveloped and does not satisfactorily promote the learning of geography. Assessment is developing satisfactorily, using national guidance to record what most pupils, higher attaining pupils and lower attaining pupils achieve at the end of the topic they have studied. The use of the information from these assessments to raise standards is weak. Links with Kent Wild Life Trust enriches and widens pupils' experience. Resources are satisfactory.

HISTORY

119. During the period of the inspection no lessons in history were seen as the focus in the current term is on teaching geography in line with the school's long-term planning. A scrutiny of pupils' completed work and teachers' planning showed that the requirements of the National Curriculum are met. This is an improvement since the last inspection.
120. Insufficient evidence was available to make a secure judgement on the standards attained by the seven-year-olds as emphasis has been placed on oral work. The seven-year-olds have looked at the passage of time as they recall memories of their families and with help from teachers construct simple family trees. They have learnt about famous people in the past such as Florence Nightingale. Pupils have made a sound start in learning important skills in history, for example when they compare their school with those in the past and satisfactorily identify similarities and differences.

121. The standards attained by the eleven-year-olds are below average, as they have not yet sufficiently developed their skills in the subject, for example in asking questions as part of an enquiry or in learning that the past is represented and interpreted in various ways. The eleven-year-olds have a reasonable understanding of the periods they have studied. For example, they understand what it was like to be an evacuee in World War Two and have looked at how codes were used when they found out about the Enigma machine. Good links are made with other subjects but at times these links lead to pupils concentrating more on knowledge of the period than on the necessary skills. Insufficient use is made of ICT.
122. Although there has been some improvement since the last inspection, overall the degree of improvement is unsatisfactory. Planning is better and more emphasis placed on providing pupils with opportunities to learn about the passage of time, for example in Years 3 to 6, teachers have displayed key dates and events in the development of Margate. Overall, the subject is underdeveloped. Resources are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. The standards attained by the seven-year-olds are below average. The eleven-year-olds attain average standards. Overall, standards have improved since the last inspection as the standards attained at the end of Year 2 were well below average and those of the eleven-year-olds were below average at that time. Pupils' achievement is satisfactory because of improvement in resources and teaching. A contributory factor in standards being below average at the end of Years 1 and 2 is the limited amount of time given to ICT. Pupils with special educational needs and those with English as an additional language have full access to ICT and make similar progress to that of their peers. The attainment of boys and girls is broadly similar.
124. The seven-year-olds competently enter and store data. With some help from adults, pupils are beginning to satisfactorily retrieve data and to draw block graphs. A number of pupils change font size and colour competently as well as effectively giving instructions for the movement of a small robot. However, a good number of pupils are not as confident in these areas. Few pupils evaluate their work as they complete activities. The eleven-year-olds competently use spreadsheets, accurately entering formulae for calculations involving four mathematical operations. They use the spreadsheets satisfactorily to investigate the effects of changing values. Pupils use ICT satisfactorily to present information in different forms using PowerPoint, for example, to produce tables and charts in geography and mathematics. They use multimedia programs effectively. Wordprocessing is a strength. Their skills in using ICT systems to control events in a predetermined manner are developing soundly. Most use the Internet competently and send and receive e-mails. The necessary controls are in place when pupils use the Internet.
125. Teaching is good in both Years 1 and 2 and Years 3 to 6 and leads to good learning. Teachers prepare and plan lessons carefully to ensure productive learning. Overall, most teachers have at least a sound knowledge of the subject. Good subject knowledge is a feature of the best teaching and in these lessons a good brisk pace is maintained, as teachers are confident in their use of computers. Where teachers are less confident, they are more hesitant and the pace of the lesson is slower but still satisfactory. Teachers use effective methods, manage pupils well and use resources effectively. Good use is made of the laptop computers which were acquired from the beginning of the current academic year as there was insufficient space for a computer suite. Plans are now in hand to provide a computer suite. Teachers present work in

exciting ways to stimulate interest and also helpfully emphasise the development of skills in speaking and listening. For example, in a very good lesson in a mixed Years 3 and 4 class, pupils were asked to write instructions for drawing a picture and e-mail these to the class next door and learn how effective they were in communicating ideas.

126. On occasion, teaching is excellent. This happened in a mixed Years 5 and 6 class, when pupils were writing a control program for building a bridge. The teacher provided first-rate support and at the end of the lesson carefully discussed with pupils their successes and those areas where they had experienced difficulties so that pupils knew how well they were doing and what they needed to do to improve. Well-planned activities were effective in developing pupils' skills in control. As a result, pupils had started to tackle control activities of increasing complexity.
127. Leadership and management of the subject are good. Several improvements have been made since the last inspection. These include the provision of a mobile computer suite in addition to one networked computer with functioning modem in each classroom. The range and quality of software have also improved and resources are now satisfactory. A scheme of work based on a national model has been drawn up and implemented. Improvements to it are being made. Assessment arrangements are developing satisfactorily. The monitoring of teaching and learning has started and satisfactory plans are in hand for its development. Teachers have received the specified training but this needs to be extended to the teaching assistants to enable them to provide even more support in lessons. The use of ICT in other subjects is weak and this impedes the development of ICT skills and of learning in other subjects.

MUSIC

128. All pupils achieve satisfactorily and the seven- and eleven-year-olds attain average standards. Pupils with special educational needs and those with English as an additional language also achieve satisfactorily due to good teaching and the good support they receive. Standards are similar to those reported at the last inspection. Improvement since then is satisfactory.
129. All pupils listen well and are eager to follow the instructions of their teacher and join in appropriately. For example, pupils in a Years 1 and 2 class listened attentively to a story and, in turns, successfully selected an instrument on which to perform sounds that matched a section of the text. Pupils clapped together both waltz and tango times to further illustrate what the characters were doing. There was evident enjoyment in the lesson and pupils behaved in an exemplary fashion whilst recording their efforts for replay and further analysis. Again in a mixed Years 5 and 6 lesson, pupils responded well after listening to a piece of music based on the sound of the sea and expressed themselves using paint. The whole class was entranced and worked in absolute silence as they interpreted the music. Some painted pictures of a seashore whilst others saw a cliff scene. Others used their growing knowledge of the work of well-known artists to draw wave patterns in various colours. Here pupils made outstanding progress. One pupil with a statement of special educational need made the same progress as the rest of the class as the work and interpretation were of equal quality.
130. The technical vocabulary of music is well covered and pupils make good progress in using notation. Although pupils satisfactorily learn to use and play a very good range of instruments from around the world, they are not given sufficient experience to hear them in their cultural context, listening to the music they make. The curriculum is broad and balanced with a sound range of listening, responding and compositional skills. Pupils sing together in assemblies and Masses and practise regularly so they perform

with sensitivity in unison or in parts when singing rounds. Music very effectively supports the development of pupils' spiritual, moral, social and cultural development.

131. Overall, teaching is good in both Years 1 and 2 and Years 3 to 6. At times it is very good and on occasions is excellent. The school is fortunate in having several good musicians on the staff. Lessons are well planned and teachers know what is expected of them and are given suitable help and encouragement to produce lessons of good quality. Music is taught enthusiastically and the evident enjoyment and importance that music plays to teachers and the whole school rubs off on the pupils. Pupils are taught to develop very good listening skills. Their learning in lessons is good. Most pupils follow their teachers' instructions quickly and quietly, but on occasions an additional word is needed to ensure all are concentrating. For example, during a singing practice some pupils got over excited, but it was soon resolved. In lessons, teachers link the music lesson, when it is appropriate, to what is being learned in science.
132. Although there are sound strategies for assessing pupils' work and identifying progress, the information is not yet being used to provide more complex tasks for the pupils who need them. At times ICT is used in music, for example in a Years 5 and 6 class when a group used a music program to develop a cyclical tune, but generally its use is underdeveloped.
133. Music plays an important part in the whole life of the school. Some pupils stay after school and join in the school choir, when they enthusiastically practise songs to perform in public, often with appropriate actions. Pupils are being prepared for a starter public examination in the classical guitar club. They bring in their instruments and rehearse with maturity and make good progress. Music is a focal point at the start of assemblies. Music plays an important part in the worship. During the inspection, the acting headteacher taught pupils a new worship song with separate parts for boys and girls, standing and sitting alternately. This caused quite a stir when started, but quickly the boys and girls settled into the spirit of the action and singing, so it soon became an important aid to worship, sung cheerfully and in tune.
134. Leadership and management are good and resources are good. Accommodation is satisfactory in the classrooms; the hall is used for the larger practices, but its acoustics are poor.

PHYSICAL EDUCATION

135. At the end of Year 2 and Year 6, pupils attain average standards in physical education. Pupils make satisfactory progress across the school. This is a satisfactory improvement since the last inspection when the seven-year-olds' games skills were judged to be below average. Pupils with special educational needs and those with English as an additional language take a full part in lessons and make similar progress as their peers.
136. Throughout the school, pupils and teachers dress appropriately for these lessons. Pupils are aware of the effects of exercise on the body, 'the heart beats faster' they explain. Pupils work hard in lessons. In Year 2, pupils use the hall space well. They stretch and make a variety of shapes. Pupils also name and perform a variety of jumps after discussing these with their 'listening partners'. They then tell the class what they are about to perform. This is a good opportunity for them to improve their speaking and listening skills. In good lessons the teachers use this as a way to improve the pupils' vocabulary. For instance, when pupils described a 'run and jump' the teacher described this as a 'leap'. Other pupils used this term later.

137. In Year 6, pupils practise and refine their games skills in which they show average standards. They work hard at improving their aiming and batting skills. A few boys field well and all pupils work well as part of a team. They understand and follow the rules of the game. Pupils in Years 3 and 4 are quite fluent when running and most pass a baton accurately. Most pupils in Years 3 to 6 gain 'water skills certificates'.
138. Overall, the quality of teaching is satisfactory in both Years 1 and 2 and Years 3 to 6. In two of the five lessons observed, teaching was good. In the best lessons, the teacher has good subject knowledge and demonstrates techniques well. The class is well organised. For instance, in a lesson in the school hall for pupils in Year 6, half of the class worked hard whilst the others watched attentively. Pupil demonstration is used to good effect in order to help others improve. Teaching assistants work well with pupils who have physical difficulties or who lack confidence. This is to ensure that they give of their best and are included in the whole lesson. In the less effective lessons, teachers talk too much and do not give sufficient time for pupils to refine and improve their performance.
139. The planned curriculum covers all areas required by the National Curriculum and sufficient time is given to this subject. The subject co-ordinator is aware of the strengths and weaknesses throughout the school and that some teachers lack confidence. As the co-ordinator has many other responsibilities, the role is underdeveloped and teachers have not been given sufficient help with their teaching and planning. This is apart from the new scheme of work that gives teachers good suggestions for lessons. After-school sports activities have been reduced and pupils do not benefit from taking part in sports tournaments. The hall is a little cramped for physical education lessons for pupils in Years 5 and 6. The school fields are an asset, have been recently improved and are used effectively. Generally resources are unsatisfactory. They are not stored well and much is old and in poor condition.